

## School Self Evaluation July 2016

### Outcomes for students – Quality of Teaching, Learning & Assessment– Personal Development, Behaviour & Welfare – Leadership & Management (highlight as appropriate)

Current situation & how we know	Recent developments & impact	What next																				
<p>Vision statement and strategic objectives reflects a commitment to maximising students' achievements to prepare them for life after school. There is a 3-year trend of high achievements. There is no difference in the progress attributed to gender, ethnicity, disadvantage or ability. Pupil Premium students make fractionally less progress compared with non-Pupil Premium students.</p> <p><b>English</b> Key Stage 2–3 has improved this year with 100% students achieving or exceeding expected progress.</p> <p style="color: red;">EE 70% ME 30% BE 0% in 2014-15 EE69%, ME15% BE 15% in 2013-14 EE 58%, ME 33% BE 8% in 2012-13</p> <p><b>English</b> Key Stage 2 to 4</p> <p style="color: red;">EE58% ME 9% BE 33% 2014-15 EE77% ME 8% BE 15% 2013-14 EE82% ME 9% BE 9% 2012-13</p> <p><b>ENGLISH</b> Progress Sept 2015 to Feb 2016</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 15%; background-color: #ff0000; color: white;">BE</th> <th style="width: 15%; background-color: #ffff00;">ME</th> <th style="width: 15%; background-color: #00ff00;">EE</th> </tr> </thead> <tbody> <tr> <td>KS3 (39)</td> <td style="text-align: center;">23% *</td> <td style="text-align: center;">46%</td> <td style="text-align: center;">31%</td> </tr> <tr> <td>KS4 (24)</td> <td style="text-align: center;">8%</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">4%</td> </tr> <tr> <td>KS5 (32)</td> <td style="text-align: center;">9%</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">3%</td> </tr> <tr> <td>Average</td> <td style="text-align: center;">13%</td> <td style="text-align: center;">74%</td> <td style="text-align: center;">13%</td> </tr> </tbody> </table>		BE	ME	EE	KS3 (39)	23% *	46%	31%	KS4 (24)	8%	88%	4%	KS5 (32)	9%	88%	3%	Average	13%	74%	13%	<p>School has revised progression guidance by using more current CASPA National data. <b>Impact:</b> Data base more up to date and accurate resulting in sharper, more challenging targets for student. <i>See target setting data.</i></p> <p>All teachers set students' targets on the expected progress based on CASPA National data. <b>Impact:</b> Greater precision in target setting &amp; a clear identification of students making more than expected progress. <i>See target setting data</i></p> <p>More courses at Key Stage 3, 4 are now on Classroom Monitor. <b>Impact:</b> Timely records of students' progress that better enable teachers to track and analyse the achievements of the students they teach. <i>See Classroom Monitor.</i></p> <p>Recording progress for students with more complex and development needs is now on Classroom Monitor. <b>Impact:</b> Small steps of progress are recorded and target setting monitoring and reporting progress and attainment is consistent with the approach across the school. <i>See 3A progress data record.</i></p> <p>A programme of more rigorous internal and external moderation is now in place. <b>Impact:</b> Assessment is more accurate for students working above P8. <i>See students exercise books.</i></p> <p>Progress of the residential students is</p>	<ol style="list-style-type: none"> <li>1.1 Further develop the annotation of students' work at P levels to provide a secure basis for moderation and accurate assessment records.</li> <li>1.2 Develop the moderation process at Key Stage 3 in line with that at Key Stage 4 - 5 so that there is a record in students' exercise books.</li> <li>1.3 Report the progress of students by key stages and learning pathways to improve the analysis of different groups.</li> <li>1.4 Improve analysis of closing the gap and vulnerable student groups' data.</li> <li>1.5 Improve target setting and monitoring of progress and reporting of progress and achievement in Post-16 provision.</li> <li>1.6 Faculty Leaders to monitor and report progress within the strands for En, Ma and Sc, and analyse the outcomes to identify where additional teaching strategies needs to be targeted.</li> <li>1.7 Further embed high quality assessment for learning, marking and feedback to students so that they know how to improve when given opportunities to improve their work.</li> </ol>
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2014-15 Progress in **Maths remains outstanding at KS3** - 100% of students achieve expected or better exceed expected progress for the last 3 years.

EE 80% ME 20% BE 0% 2014-15

EE 69% ME 31% BE 0% 2013-14

EE 75% ME 25% BE 0% 2012-13

2014-15 Progress in **Maths** KS2-4 has remained very good with students achieving or exceeding expected progress.

EE 83% ME 17% BE 0% 2014-15

EE 85%, ME 15% BE 0% 2013-14

EE 55%, ME 27%, BE 18% 2012-13

**MATHS** Progress Sept 2015 to Feb 2016

	BE	ME	EE
KS3 (39)	8%	82%	10%
KS4 (24)	13% *	88%	0%
KS5 (32)	3%	94%	3%
Average	8%	88%	4%

2014-15 KS2-3 progress in **Science** is outstanding and has been for the last 3 years.

EE 80% ME 20% BE 0% 2014-15

EE 69%, ME 23%, BE 8% 2013-14

EE 92% Ex, 8% BE 0% 2012-13

KS2-4 progress – **Science** is solidly very good.

EE 87% ME 0% BE 13%, 2014-15

EE 100% ME 0% BE 0% 2013-14

EE 100% ME 0% BE 0% 2012-13

monitored and compared against the progress of day students. **Impact:** Residential students make greater progress compared with day students in English, Maths and PSHE demonstrating that residential provision provides value for money. *See Residential reports to GB.*

Interventions for students at risk of not achieving their targets are in place. **Impact:** The vast majority of students achieve or exceed their targets. *See target setting records.*

1.8 Increase the rate of progress in English across Key Stages 3 & 4 so that the vast majority of students achieve their targets.

1.9 Ensure that the Marking Policy is implemented consistently and students regularly provided with opportunities to improve their work as identified by the teacher.

**SCIENCE** Progress Sep 15 to Feb 16

	BE	ME	EE
KS3 (36)	0%	69%	31%
KS4 (23)	4%	87%	9%
KS5 (22)	0%	100%	0%
Average	1%	85%	13%

Attainment in Art, Textiles and PE is outstanding.

Progress in IT and Humanities is very good.  
Progress in Design Technology is good.

Progress by the residential students in Personal Development and Independence skills is outstanding.

**Key Stage 5 Progress for the majority of students is good.** All students attending Bournville College mainstream courses successfully completed their accredited course and gained at least 1 Level 1 qualification & two have achieved 5 Level 1 qualifications. One student achieved a Level 2 qualification.

Over 80% of students who completed the Post 16 course gained at least one qualification at Entry Level (or above). 100% of lowest ability Students gained an Open Awards Entry 1 qualification in Skills for Further Learning & Employment.

## Outcomes for Students – Teaching, Learning & Assessment – Personal Development, Behaviour & Welfare – Leadership & Management

Current situation & how we know	Recent developments & impact	What next
<p>The quality of learning has improved with a very high proportion of lessons being good or better.</p> <p><b>2015 - of the 64 lessons observed: 97% good or better</b></p> <p><b>2014 – 55 lesson observed, 96% good or better</b></p> <p><b>2013 - 59 lessons observed, 97% good or better</b></p> <p>The improvement pattern has continued in 2015-6 with 64 lessons observed and 60% of lessons very good or better and 39% good leaving 1% requires improvement.</p> <p>Teaching in English, Science, Physical Education, Horticulture/Land Based Studies and Geography is outstanding. It is consistently very good in Maths, History, Art and Textiles &amp; good in all the other subjects. The quality of teaching is best where a small number of teachers teach the subject as in Science.</p> <p>SACRE RE Inspection in March 2016 judged the provision to be extremely good.</p> <p>The quality of vocational courses is highly motivational and increased the proportion of students gaining Level 1 qualifications at Key Stage 5.</p> <p>The introduction of Read, Write, Inc has had a significant impact on the teaching of phonics and reading and made a major contribution to the improvements in teaching, learning and</p>	<p>A Philosophy and Ethics GCSE course introduced – <b>Impact:</b> extended range of Humanities choices at KS4. <i>See time table.</i></p> <p>A whole school TEEP coaching programme in place. <b>Impact:</b> The impact of TEEP was observed in the Peer2Peer review 2016. They saw well-structured lessons - engaging starters that motivated students learning - provided opportunities for reflection. Learning objectives and teaching strategies were well matched to the abilities and learning styles of individual pupils. Learning objectives were regularly referred to, staff use of language was focused and consistent and learning outcomes were checked accurately. The content of all lessons was relevant to the long term needs of pupils. Teachers and support staff gave students the time and space that they needed to grapple with learning. This led to high levels of student engagement and several instances of independent learning. The standard of teaching observed did not show any marked variation between key stages, subjects or students' ability.</p> <p>Marking Policy reviewed and revised. <b>Impact:</b> Marking shows examples of next steps to improve work.</p> <p>CPD data base records performance management information. <b>Impact:</b> Teachers' tracked and CPD closely matched to their</p>	<p>2.1 Use the summaries of individual learning needs and teaching strategies to ensure that all individual learning needs are met.</p> <p>2.2 Continue to develop teacher trackers on the CPD data base so that developments identified in lesson observations are addressed promptly.</p> <p>2.3 Develop a coordinated approach for training and monitoring the implementation of literacy across the curriculum.</p> <p>2.4 Find ways of making the learning environment in Post 16 more adult with a more flexible approach to learning.</p> <p>2.5 Faculty Leaders to continue to monitor the procedures for interventions for students who are failing to make expected progress.</p> <p>2.6 Continue to involve all students in tracking their own progress – consistently provide target information at front of books/folders.</p>

<p>progress in English at Key Stage 3 and Year 10.</p> <p>Progression pathways are in place &amp; teachers now have clear expectations for all student &amp; understand how they can use our progression guidance to map out learning and identify the curriculum appropriate for each student.</p>	<p>development needs. <i>See Faculty Leaders' records &amp; data base.</i></p> <p>Open Awards vocational courses have been reviewed and refined. <b>Impact:</b> A smooth progression to Key Stage 5 and a focus on Life Skills to prepare students for life after school is secure. <i>See Curriculum map.</i></p> <p>Work experience programme reviewed and preparation for work experience mapped into the curriculum. <b>Impact:</b> Work experience is integrated into the curriculum and provides holistic relevant experiences to support students' career choices and preparation for adult life. <i>See Peer2Peer report 2016.</i></p>	
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<b>Outcomes for Students – Teaching, Learning &amp; Assessment – Personal Development, Behaviour &amp; Wellbeing – Leadership &amp; Management</b>		
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Current situation & how we know	Recent developments & impact	What next
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<p>The externally assisted school review June 15 reported that behaviour is good, with many outstanding features. The school's systems to secure the behaviour &amp; safety are excellent. The school is working to better accommodate the needs of students with increasingly complex mental health needs.</p> <p>Staff expectations of behaviour are high. Most students demonstrate positive attitudes to learning in lessons. Low level disruption is rare. Behaviour around the school is excellent. Students report that behaviour is good; when less than good, they recognise that it is as a result of students' autism.</p> <p>TEACCH and PATHS programmes are used well to support the ASD needs of students &amp; students report that they are taught to understand their own autism &amp; how to cope.</p> <p>Analysis of behaviour &amp; reporting to governors is of a high standard. The total number of incidents in 2014-5 has reduced compared with the previous two years.</p> <p>Students report in questionnaires &amp; in the external review that they feel safe &amp; have an adult that they can speak to about concerns. When concerns are reported they are listened to and something is done about them.</p> <p>Parental responses in the annual questionnaire indicate that there is a very high satisfaction in how staff promote good behaviour and learning. There were 95% or more parents in agreement for all but 2 of the questions. 100% of parents reported that their child felt safe at school and they were listened</p>	<p>Introduction of a robust monitoring of attendance by the Assistant Head Teacher Pastoral. SLT discuss persistently poor attenders as part of the monitoring of vulnerable students. <b>Impact:</b> Attendance is gradually improving: 95.11% in 2014-15 compared with 94.8% in 2013-14. See <i>attendance data and absence monitoring file</i>.</p> <p>Weekly review of students' behaviour, exclusions, potential CP issues in SLT meetings and actions agreed. <b>Impact:</b> Vulnerable students identified and monitored. See <i>SLT minutes</i>.</p> <p>Teachers have used TEEP strategies to prepare students for learning by developing interesting starters. <b>Impact:</b> Peer2Peer Review 2016 noted that 'behaviour for learning during the lessons that we observed was exemplary.'</p> <p>The school has completed stage 1 towards achieving Rights Respecting Schools Award and submitted their action plan. <b>Impact:</b> This has created more opportunities for students to express their views and ideas. 'Teaching styles encourage pupils to express their views, take risks and work with peers.' Peer2Peer Review 2016</p> <p>Develop a common framework for the structure of assemblies. <b>Impact:</b> Every assembly contains an opportunity for reflection. See <i>assembly rota</i>. Implement throughout the school the Student Tracker software. <b>Impact:</b> Students' engagement, progress and achievement of</p>	<p>3.1 Find ways of engaging parents of students with poor attendance to enable them to work with the school to improve their attendance and progress.</p> <p>3.2 Continue to develop teaching strategies and learning activities that engage students in learning and encourage them to work in pairs and small groups.</p> <p>3.3 Utilise the Rights Respecting Schools Award and Global Learning initiatives to give students opportunities to engage in school, local and national concerns to give them experiences being an active part of the community and improve their mental wellbeing.</p> <p>3.4 Develop a research programme to identify the impact of the Global Learning Project on students' mental wellbeing.</p> <p>3.5 Use the data in the student tracker to analyse students' engagement in lessons with the students (wherever possible) and to encourage them to set themselves improvement targets to improve their engagement and progress.</p> <p>3.6 Complete a Prevent audit and action plan to include awareness raising activities into the curriculum.</p>
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<p>to and treated fairly.</p> <p>The Safeguarding Quality Mark was successfully renewed; the assessor judged the systems &amp; processes for safeguarding to be outstanding. Child Protection &amp; safeguarding training is undertaken by all staff at least bi-annually and the Designated Safeguarding staff keep up to date with regular L.A. Safeguarding Briefings. See <i>Quality Mark</i>.</p> <p>All staff have taken part in WRAP, Child Exploitation, Domestic Violence, Anti Bullying, Homophobia, &amp; E-Safety training. Head teacher is a Home Office trained Prevent trainer. A rolling safeguarding CPD programme is in place so all staff stay up to date with Safeguarding issues.</p> <p>SMSC is embedded across the curriculum which provide experiences to prepare students for life in modern Britain. See <i>SACRE RE Inspection</i>.</p> <p>The SCR is checked termly by a Governor and annually at the Care Inspection. It contains all the necessary details &amp; is up to date. Appropriate procedures are in place for visitors.</p>	<p>targets in each lesson is monitored, analysed and shared with students to give them feedback about their progress and improvements in their learning behaviour. See <i>student tracker data</i>.</p> <p>A training programme undertaken to further develop staff skills and understanding of how to alleviate the negative impact of mental health problems for students with ASC. <b>Impact:</b> We saw levels of interaction and initiation that suggested pupils were overcoming the anxiety and rigidity often found in young people who have autism. Their mental health and well-being is supported by teaching styles that encourage pupils to express their views, and work together. See <i>Peer2Peer Review</i>.</p> <p>The school has formed an E-Safety Committee of staff, students and Governors to work towards the E-Safety Quality Mark. <b>Impact:</b> Students and staff are more aware of E-Safety issues and 'the curriculum includes teaching pupils about personal safety, including e-safety and challenges extremism.' See <i>Peer2Peer Review 2016</i>. E-Safety Mark awarded in June 2016.</p>	
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## Outcomes for Students – Teaching, Learning & Assessment – Personal Development, Behaviour & Wellbeing – Leadership & Management

Current situation & how we know	Recent developments & impact	What next
<p>Leadership &amp; management of the school is good, moving towards outstanding under the excellent leadership of the Head Teacher; senior and middle leaders are leading very effective improvements in teaching and learning and curriculum delivery. <i>Externally assisted self-review 2015.</i></p> <p>The Head Teacher shares very clear vision &amp; understanding of excellence &amp; what the school needs to do to get there. Four curriculum progression pathways set high expectations for the different ability groups to ensure that they are well prepared for life beyond school. <i>Externally Assisted self-review 2015.</i></p> <p>School improvement planning &amp; monitoring of implementation is rigorous &amp; has led to steady improvements across all aspects of the work of the school. <i>See HT reports.</i></p> <p>Most senior and middle leaders have completed the 4-day Ofsted training &amp; have a well-developed understanding of what good &amp; outstanding performance looks like. Faculty Leaders follow a model for self-evaluation that sets very high expectations. The self-evaluation schedule is followed. The school has commenced a Peer to Peer Review programme.</p> <p>Introduction of TEEP programme 2014 has</p>	<p>Activities undertaken to develop the senior leaders' strategic roles and responsibilities to provide better support to achieve excellence. <b>Impact:</b> Senior leaders and governors have a strong and shared vision for their pupils based on high expectations, preparing them for adult life, addressing their individual issues with emotional maturity and mental health. This vision drives engagement with parents and the community and was embodied in most of the lessons that we observed and in our conversations with senior and faculty leaders. <i>See Peer2Peer Review 2016.</i></p> <p>A governors' monitoring programme is in place with timelines for reporting to Governors on Self-Evaluation to ensure sufficient rigour in reporting of the monitoring and evaluation process. <b>Impact:</b> Senior and middle leaders know what and when they need to produce their reports. Duplication has been eliminated and the reports are more focused. <i>See programme of governors' meetings.</i></p> <p>Governors commissioned an external review to ensure that they were fully meeting their statutory duties. <b>Impact:</b> Action plan to address shortcomings has been implemented and monitoring roles and procedures clarified. <i>See action plan.</i></p> <p>The school contact data base has been developed to record all the contact and</p>	<p>4.1 Continue to provide professional development opportunities to develop senior teachers' leadership skills and knowledge in support of succession planning.</p> <p>4.2 Further develop the governance of the school by implementing governor monitoring and reporting arrangements.</p> <p>4.3 Further develop middle and senior leaders' skills to ensure a rigorous approach to analysing and evaluating student outcomes to support school self-evaluation.</p> <p>4.4 Continue with the staff review and revise the staff structure to identify a structure that meets the needs of the students and is financially sustainable.</p> <p>4.5 Link the CPD / Appraisal data base to our school data management system in April 2017 to support the appraisal process in developing staff skills and effectiveness.</p> <p>4.6 Develop a coaching working group that include the TEEP coaches to continue to enhance the skills of teachers.</p> <p>4.7 Seek ways of working collaboratively with groups of schools to strengthen school improvement and enrich learning</p>

<p>had a very strong impact upon quality of T&amp;L across all subjects. The Head Teacher's leadership of T&amp;L is strong because there is a clear understanding of what outstanding T&amp;L looks like – as reflected in the monitoring report to the Governors. <i>See Lesson observation reports and externally assisted Self-review.</i></p> <p>Faculty Leaders have a clear understanding of the strengths and areas for development of their department. All Faculty Leaders produce detailed analysis of progress &amp; impact of interventions, which enable them to improve the quality of teaching &amp; learning. The standard of self-evaluation of their subjects is very high, enabling them to identify priorities for improvement accurately. <i>See Faculty Files.</i></p> <p>A revised curriculum model is in place. In KS3 this centres on core and foundation subjects and personal development. In KS4 and KS5 the focus is on life skills and vocation courses. <i>See curriculum plan.</i></p> <p>There is a strong offer in terms of an enriched curriculum, including lunch-time activities. The schools maximises the use of its outside facilities to give the students confidence &amp; help reduce their anxieties. <i>See lunch clubs.</i></p> <p>Performance management is secure. There is a good system of line management to ensure that all teachers are given targets, observed and appraised. Appraisal of TAs is secure and welcomed by TAs. Increments are linked to PM outcomes &amp; the CPD programme is linked to the SDP - <i>See PM</i></p>	<p>additional provision for individual students. <b>Impact:</b> The data is used to objectively evaluate the effectiveness of the intervention to promote vulnerable students' progress.</p> <p>Provide an analysis of the impact of SMSC &amp; British values by populating the SMSC data base with evidence to demonstrate progress of personal and social development skills of students. <b>Impact:</b> SACRE RE inspection April 2016 judged the SMSC provision to be excellent. <i>See SACRE report.</i></p> <p>The curriculum planning model for the students with exceptional and complex needs has been developed to reflect the increased age range of the students. <b>Impact:</b> The Peer2Peer review did not show any marked variation between key stages, subjects or students' ability in terms of the quality of teaching learning. <i>See timetable for 3a &amp; plans for September 2016.</i></p> <p>The school has initiated a review of spending and staffing structures to identify savings and put together a recovery plan so that the school is sustainable. <b>Impact:</b> Initial savings have been made resulting in the school setting a balanced budget in 2016-7 and a bench marking exercise commenced. <i>See finance reports.</i></p>	<p>opportunities for students and staff.</p>
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*summary report.*

The school is outward facing with links to other schools for CPD, school improvement and benchmarking. The school offers training in Team Teach, Autistic specific teaching approaches and sensory processing. We host placements - Newman College, Wolverhampton University and CBU.

100% of the parents in the parental questionnaire for 2015/6 identified that the school makes it clear about their child's strengths, that meetings between parents & staff are helpful, informative & the school is good at keeping parents in touch with what is going on in school. *See Parental Questionnaire summary 2016.*

The Governors regularly visit the school to monitor the Care Standards, Safeguarding arrangements & discuss with Faculty Leaders their department's strengths, weaknesses & outcomes of their action plans. *See Governors Reports.*

A process in place to meet the requirements for the Schools Financial Standard and Assurance so value for money can be demonstrated and has been proactive. Governors & staff have plans to rectify a challenging budget situation.

Leadership of the Residential Provision is outstanding evidenced by Ofsted January 2016. 'There is a secure approach to monitoring and self-evaluation. Outcomes for students in the Residential Provision are outstanding, due to the team work.'

